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ABSTRACT

This report represents a goal based evaluation study of the School Without Walls, an alternative career education program for 11th and 12th grade students in the Atlanta, Georgia public school system. A questionnaire consisting of 19 items based on a five-point rating scale was used to assess program effectiveness according to student attitudes toward the career education experience and the sponsoring firm's assessment of student work performance. The questionnaire also considered program strengths and suggested improvements. Although the evaluation showed generally positive results, the following problems were identified: (1) school personnel often discouraged student participation in the program; (2) not all students could arrange transportation to and from business sites; (3) scheduling was difficult for students enrolled simultaneously in college preparatory courses; (4) conflicts resulted in cases where job supervisors wanted students to work overtime at a time when classes were scheduled; and (5) irregular attendance by some students resulted in their dismissal from the program. (Author/JCD)

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AN EVALUATION OF THE SCHOOL WITHOUT WALLS

1979-80

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RESEARCH, EVALUATION, AND DATA PROCESSING

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA

Report No.: 14-2, 12/80

UD021840

AN EVALUATION OF THE SCHOOL WITHOUT WALLS

1979-80

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INTRODUCTION

The School Without Walls, an alternative education program, was initiated in 1975 by the Atlanta Chamber of Commerce in cooperation with the Atlanta Public Schools. The purpose was to introduce high school students to the business world through direct participation with Atlanta businesses and, at the same time, to allow the students to earn course credits.

During the 1979-80 school year, the following companies participated in the School Without Walls Program: Computer Management, Incorporated; Georgia Power Company; International Business Machines (IBM); Northside Hospital; Rich's, Incorporated; Lawler-Ballard Advertising; and WXIA-TV.

Eleventh and twelfth grade students in all of the high schools of the Atlanta Public Schools were given the opportunity to apply for the program on a quarterly basis.

PROGRAM GOALS

The program goals of the School Without Walls are as follows:

1. To further the quality of education through the involvement and interaction of the public, professionals, and students.
2. To provide needed services to students by supplementing the work of school personnel, thus allowing for more individualized instruction and career counseling.
3. To broaden the learning opportunities available to each student by utilizing the skills, talents, and resources of community personnel.
4. To promote greater understanding of schools and their programs, stimulating better citizen support for public education.

THE SYSTEM OF PROGRAM MANAGEMENT

The management system of the School Without Walls involves three phases:

1. The role of sponsoring businesses.
2. The recruitment of student participants.
3. The management of student participants.

The Role of Sponsoring Businesses

The recruitment of sponsoring businesses is the responsibility of the Atlanta Chamber of Commerce. First, a business indicates an interest in participating in the program. Then a contact person from the business firm plans with the Atlanta Public Schools' liaison for the School Without Walls and the education coordinator of the Chamber of Commerce the course to be offered by the business firm. The course outlines are sent to the Atlanta Public Schools' liaison for the School Without Walls to be reviewed and certified.

The outline for the course must specify who from the business is responsible for the instruction; and it must state expectations, performance criteria, suggested student competencies, texts to be used, special equipment, objectives to be achieved, method of student evaluation, and the materials to be supplied by the business.

The business sponsors and their designated instructors agree to work cooperatively with the Atlanta Public Schools in implementing the program. Specifically, they agree to provide instruction, monitor student attendance, attend organizational meetings, assist in the evaluation of students and the overall project, and participate in orientation and culminating sessions for students and parents. If special problems arise, the education coordinator of the Chamber of Commerce serves as the liaison between the sponsor and the school system.

The Recruitment of Student Participants

The recruitment of participants in the School Without Walls is the responsibility of the Atlanta Public Schools, and the coordination of the recruitment is handled by the School Without Walls liaison, a member of the Alternative Education Department of the Atlanta Public Schools.

After a presentation by the liaison to contact persons and students, each high school has a contact person for the School Without Walls who is responsible for disseminating information about the program to students. Each quarter, the school contact sends all student applications for the program to the liaison for the School Without Walls for processing and placement.

The student is advised to ask an appropriate teacher or counselor for help with his application. Then, the parent or legal guardian must give consent for participation. Placement is based on the student's interest, academic standing, attendance record, personal schedule, and the courses available.

The liaison for the School Without Walls is responsible for verifying placement and notifying school contacts of closed courses.

The Management of Student Participants

The management of students in the program is the responsibility of the liaison for the School Without Walls. Prior to entering, the students must agree to attend classes, complete the required assignments, and work cooperatively with the instructors throughout the quarter, adhering to the rules of the respective business.

The liaison deals with all special student problems during the quarter, monitors the classes on a regular basis, works closely with the business contacts, and keeps all records of student participation, including the reporting of attendance and grades of students to the respective high schools. In addition, the liaison plans the orientation sessions for students and parents and assists in the awards ceremonies for students who successfully complete the program.

Any special achievement of an individual student is reported to the student's school principal and counselors so that he may be recognized locally. Also, special achievement is publicized in the newsletter of the Chamber of Commerce and local newspapers.

TOTAL NUMBER OF PARTICIPANTS AND COURSES OFFERED DURING 1979-80

A total of 246 students participated in the School Without Walls during the three quarters of 1979-80. The number of participants by quarter was as follows: 70, fall quarter; 83, winter quarter; and 93, spring quarter.

Harper High School had the greatest number of participants during the year. The total numbers from each school participating in each of the businesses is included in Table 1.

Credit in a variety of courses was earned by participants in the School Without Walls. The courses and descriptions of the offerings during 1979-80 are listed in Table 2.

ANALYSIS BY COMPONENT

Georgia Power Company

For the first time, a class in engineering was provided by Georgia Power Company. The course, entitled "Introduction to Engineering — Civil, Mechanical, Electrical, and Nuclear," — was designed to provide a fundamental understanding of the work of engineers, visits to Georgia Power work sites, and the study of the practical applications of technology. The planning for the course was jointly shared by the School Without Walls liaison, Georgia Power representatives, representatives from the Atlanta Chamber of Commerce, and the Southeastern Consortium for Minorities in Engineering (SECME) representatives.

The numbers of Atlanta Public Schools' eleventh and twelfth grade students taking the engineering classes by quarter were as follows: fall quarter, 14; winter quarter, not offered to students; and spring quarter, 19. Students were given the option of earning 10 hours credit in the following areas: general science, physics, mathematics, or business education.

Students provided their own transportation to the afternoon classes which met twice a week at the Georgia Power Company's Peachtree Office.

Each student rated the course by means of the School Without Walls student evaluation form, and the sponsor rated each student's performance,

TABLE 1

TOTAL QUARTERLY PARTICIPANTS BY SCHOOL AND BUSINESS FOR 1979-80

School	Computer Management, Inc.	Georgia Power Co.	IBM	Northside Hospital	Rich's, Inc.	Lawler-Ballard Advertising	WXIA	Total
Archer	1	—	—	—	—	—	—	1
Brown	—	—	—	—	—	2	—	2
Carver	—	—	2	—	—	—	—	2
Downtown Learning Center	—	—	—	—	5	—	—	5
Douglass	2	3	11	—	2	—	—	18
Grady	—	—	8	—	—	—	—	8
Harper	—	15	23	2	36	—	—	76
North Fulton	10	1	21	12	20	1	3	68
Northside	—	—	2	—	3	—	3	8
Southwest	2	14	4	3	7	1	1	32
Washington	—	6	3	—	7	1	3	20
West Fulton	—	—	—	—	—	—	6	6
	15	39	74	17	80	5	16	246

TABLE 2

SCHOOL WITHOUT WALLS
COURSE DESCRIPTIONS

Course Number	Title	Description
309990	English (Independent Study)	Actual involvement in the production of TV programs including filmed interviews, research, script writing and creative writing, and research for consumer and industrial marketing. Biological and Behavioral Research. Methods of writing technical papers. Course is patterned for classes offered at advertising agencies, television stations, zoological settings, and communications systems.
439990	Mathematics (Independent Study)	Opportunities for students to apply mathematical skills in accounting, banking, engineering projects, merchandising, and computer design and operation.
453020	Computer Science	A combination course designed to teach basic concepts, computer capability, development of systems, and programming. Three levels are available — Basic, Advanced, and Level III for students who qualify.
489990	General Science (Independent Study)	A course designed to provide students with knowledge of techniques in planning, designing, operating, and maintenance of utility systems, integrating of site, function, and design (work of architect, enginneer, and planner).
509990	Biology (Independent Study)	A course concerned with ecological presentations, animal classification, vet care, protection of endangered species, dietetics, animal care, animal acquisition, and research.

Table 2 (Continued)

Course Number	Title	Description
519990	Physics (Independent Study)	A course requiring the application of principles in physics to problem solving in planning, designing, engineering (all facets) structures and delivery systems.
569990	Political Science (Independent Study)	A course designed to provide an "inside" look at how decisions are made that affect community life through governmental structure.
579990	Economics (Independent Study)	A study of consumer and production patterns that influence decisions relating to buying, selling, employing, and general marketing activity.
589990	Behavioral Science (Independent Study)	A course in techniques of observation of animal behavior and comparative analyses of animal cultures as they relate to the human condition.
609990	Health (Independent Study)	A course that provides an overview of career opportunities in health services as well as education and experience requirements for various occupations.
649990	Art (Independent Study)	A creative approach in marketing, dealing with commercial art, and coordinated activity with print, broadcast, and client service.
83990	Business Education (Independent Study)	A general approach to business structure, management, and planning.

using the School Without Walls evaluation form for sponsors.

The evaluation forms allowed the evaluator to rank from one to five, with one being the most positive, his reaction to the questions asked. Responses of the students and sponsor were as follows:

Form Completed by Students	Mean Response N = 13 Fall Quarter	Mean Response N = 18 Spring Quarter
1. Were you satisfied with the School Without Walls Program?	1.2	1.5
2. Were you satisfied with your placement?	1.4	1.3
3. How well did you understand what you were to do?	1.5	1.5
4. How interesting were your classes?	1.6	1.6
5. How well planned were they?	1.7	1.7
6. How encouraging were your high school teachers and counselors about this program?	1.3	2.1
7. How much did this program help in shaping your career?	2.0	1.6
8. How well did your classroom training help you in the course you selected?	2.5	1.9
9. Did your School Without Walls representative visit your classes during the course of the program?	1.3	1.5
10. Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.1	1.2
11. (The student's) relation with others.	2.3	2.2
12. (The student's) judgment.	2.1	2.7
13. Ability to learn.	1.7	2.2
14. Attitude - application to work.	2.3	3.1
15. Dependability.	2.4	2.9
16. Quality of work.	2.5	2.6
17. Attendance.	1.0	1.4
18. Punctuality.	1.0	1.4
19. Overall performance.	2.4	2.6

Both students and sponsor responded to each question with a mean response which was above average, indicating general satisfaction with the program on the part of students and sponsors.

Lawler-Ballard Advertising (LB)

Five eleventh and twelfth grade students took part in the fall course offered by Lawler-Ballard Advertising. (LB did not serve as a sponsor during the winter and spring quarters.)

The class developed a promotional package for School Without Walls, which consisted of a handout, a poster, a flyer, and a layout for radio and television. The package was presented and served as the final examination for the class.

The reactions of both the students and the sponsor were positive to the program. Results of the evaluation by students and sponsor are listed, indicating the mean response to a scale of one to five, with one being the most positive.

Form Completed by Students	Mean Responses N = 5 Fall Quarter
1. Were you satisfied with the School Without Walls Program?	1.8
2. Were you satisfied with your placement?	1.8
3. How well did you understand what you were expected to do?	1.2
4. How interesting were your classes?	1.8
5. How well planned were they?	2.2
6. How encouraging were your high school teachers and counselors about this program?	1.8
7. How much did this program help in shaping your career?	2.4
8. How well did your high school training help in the course you selected?	2.8
9. Did your School Without Walls representative visit your classes during the course of the program?	1.2
10. Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.0

Form Completed by Sponsor	Mean Responses N = 5 Fall Quarter
11. (The student's) relations with others.	2.0
12. (The student's) judgment.	2.0
13. (The student's) ability to learn.	2.0
14. Attitude - application to work.	2.2
15. Dependability.	2.2
16. Quality of work.	2.0
17. Attendance.	1.0
18. Punctuality.	1.0
19. Overall performance.	2.0

Northside Hospital's Education Department

The course offered by Northside Hospital's Education Department was available fall, winter, and spring quarters. The course was designed to provide five eleventh and twelfth grade students each quarter with an overview of different hospital department functions and to introduce them to the career opportunities in a hospital.

The high school credit options for the course were health or business education. Students with their counselors selected the credit area based on academic needs.

The course was offered twice a week at Northside Hospital, and students provided their own transportation to the hospital.

The students' and sponsor's evaluations were positive. (The group winter quarter was ranked as the highest in overall performance.) Mean responses of the students and the sponsor are listed below.

Form Completed by Students	Mean Responses N = 5 Fall Quarter	N = 5 Winter Quarter	N = 5 Spring Quarter
1. Were you satisfied with the School Without Walls Program?	1.0	1.0	1.4
2. Were you satisifed with your placement?	1.0	1.0	1.0
3. How well did you understand what you were expected to do?	1.0	1.2	1.0
4. How interesting were your classes?	2.0	1.6	1.8
5. How well planned were they?	2.4	1.0	1.6
6. How encouraging were your high school teachers and counselors about this program?	2.4	2.8	2.2
7. How much did this program help in shaping your career?	1.2	1.6	1.6
8. How well did your high school training help in the course you selected?	2.0	2.0	2.2
9. Did your School Without Walls representative visit your classes during the course of the program?	1.4	1.2	3.2

Form Completed by Students		Mean Responses N = 5 Fall Quarter	N = 5 Winter Quarter	N = 5 Spring Quarter
10.	Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.8	1.2	1.2

Form Completed by Sponsor		Mean Responses N = 5 Fall Quarter	N = 5 Winter Quarter	N = 5 Spring Quarter
11.	(The student's) relations with others.	2.4	1.8	2.2
12.	(The student's) judgment	2.4	2.2	2.6
13.	(The student's) ability to learn.	2.6	1.6	2.4
14.	Attitude - application to work.	2.4	2.0	2.6
15.	Dependability.	2.8	1.8	2.4
16.	Quality of work.	2.8	1.8	2.4
17.	Attendance.	1.2	1.0	1.4
18.	Punctuality.	1.6	1.2	1.4
19.	Overall performance.	2.6	1.8	2.6

Rich's Incorporated

Rich's provided a course for a total of 66 eleventh and twelfth grade students during the fall, winter, and spring quarters. The course, for which high school credit in mathematics, economics, or business education could be earned, was offered twice a week at the downtown Rich's store.

The course was entitled "Introduction to Merchandising," and was designed to acquaint the students with various operations which are necessary to successfully sell, advertise, and relate to the public.

The evaluations by the students and the Rich's instructor were positive. The best overall performance by students was exhibited during the spring quarter.

The responses to the scale of one to five, with one being most positive, were as follows:

Form Completed by Students		Mean Responses N = 16 Fall Quarter	N = 20 Winter Quarter	N = 30 Spring Quarter
1.	Were you satisfied with the School Without Walls Program	1.1	1.7	1.9
2.	Were you satisfied with your placement?	1.1	1.4	1.5
3.	How well did you understand what you were expected to do?	1.5	1.2	1.5
4.	How interesting were your classes?	1.2	1.9	2.0
5.	How well planned were they?	1.4	1.8	1.7
6.	How encouraging were your high school teachers and counselors about this program?	1.7	2.1	1.5
7.	How much did this program help in shaping your career?	1.4	2.5	2.1
8.	How well did your high school training help in the course you selected?	1.5	2.3	2.3
9.	Did your School Without Walls representative visit your classes during the course of the program?	1.2	1.3	1.3
10.	Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.5	1.4	1.8

Form Completed by Sponsor		Mean Responses N = 16 Fall Quarter	N = 20 Winter Quarter	N = 30 Spring Quarter
11.	(The student's) relations with others.	2.8	2.1	1.7
12.	(The student's) judgment.	2.8	2.6	2.1
13.	(The student's) ability to learn.	2.9	2.1	1.6
14.	Attitude - application to work.	2.9	2.2	1.6
15.	Dependability.	2.9	2.2	2.2
16.	Quality of work.	2.9	2.0	1.5

Form Completed by Sponsor	Mean Responses N = 16 Fall Quarter	N = 20 Winter Quarter	N = 30 Spring Quarter
17. Attendance.	1.3	1.3	1.2
18. Punctuality.	1.6	1.0	1.2
19. Overall performance.	2.8	2.0	1.5

WXIA - TV

WXIA-TV provided a course during the fall, winter, and spring quarters. Eleventh and twelfth grade students were allowed to earn ten hours credit in English or business education.

The class met twice a week at the TV station, for a total of six hours a week. The course, entitled "Our Show," was designed to teach the techniques of interviewing, feature writing, and producing for television. The students coproduced a monthly show.

The class was limited to five students, and student applicants were required to audition for the five class openings at the beginning of the year.

The students and the WXIA-TV instructor evaluated the program very highly. In fact, the overall performance of students all three quarters was rated 1.0, or outstanding. The mean responses to the evaluation forms are listed below. The scale was one to five, with one being most positive.

Form Completed by Students	Mean Responses N = 5 Fall Quarter	N = 5 Winter Quarter	N = 3 Spring Quarter
1. Were you satisfied with the School Without Walls Program?	1.0	1.0	1.0
2. Were you satisifed with your placement?	1.0	1.0	1.0
3. How well did you understand what you were expected to do?	1.6	1.0	1.3
4. How interesting were your classes?	1.0	1.0	1.0
5. How well planned were they?	1.2	1.0	1.3
6. How encouraging were your high school teachers and counselors about this program?	2.0	1.0	2.3

Form Completed by Students	Mean Responses N = 5 Fall Quarter	N = 5 Winter Quarter	N = 4 Spring Quarter
7. How much did this program help in shaping your career?	1.8	1.0	1.8
8. How well did your high school training help in the course you selected?	4.4	1.0	4.0
9. Did your School Without Walls representative visit your classes during the course of the program?	1.0	1.0	1.0
10. Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.2	1.0	1.0

Form Completed by Sponsor	Mean Responses N = 5 Fall Quarter	N = 5 Winter Quarter	N = 4 Spring Quarter
11. (The student's) relations with others.	1.0	1.0	1.0
12. (The student's) judgment.	1.0	1.0	1.3
13. (The student's) ability to learn.	1.0	1.0	1.3
14. Attitude - application to work.	1.0	1.0	1.3
15. Dependability.	1.0	1.0	1.5
16. Quality of work.	1.0	1.0	1.0
17. Attendance.	1.0	1.0	1.0
18. Punctuality.	1.0	1.0	1.3
19. Overall performance.	1.0	1.0	1.0

IBM

IBM served as a sponsor for the eleventh and twelfth grade students of School Without Walls for fall, winter, and spring quarters. During the fall quarter, all students were instructed in the basic course entitled "Computer Systems Design and Programming." The course, which met twice each week, was held at the IBM General Systems Center at 219 Perimeter Center Parkway, N. E., and was designed to introduce basic business and computer concepts.

During the winter quarter, twelve students were invited to participate in Level II, Advanced Computer Systems and Design, in which advanced techniques in computer operations were presented. In addition, the basic course was offered to new students.

In the spring quarter, Level III was offered to four students. An additional 13 students participated in Level II. No basic course was offered by IBM in the spring. For all three courses, the students had the option of receiving ten hours credit in mathematics, computer science, or business education.

The evaluation forms completed by the students and the IBM instructors indicated average or above average responses to all questions. The mean responses were as follows:

Form Completed by Students by Quarters	Mean Responses: Basic N = 14 Fall	Basic N = 26 Winter	Level II N = 8 Winter	Level II N = 13 Spring	Level III N = 3 Spring
1. Were you satisfied with the School Without Walls Program?	1.6	1.3	1.1	1.0	1.3
2. Were you satisfied with your placement?	1.9	1.7	1.6	1.2	1.0
3. How well did you understand what you were expected to do?	2.1	1.7	1.8	1.6	1.0
4. How interesting were your classes?	1.9	1.5	1.4	1.2	1.3
5. How well planned were they?	1.6	1.2	1.3	1.3	1.3
6. How encouraging were your high school teachers and counselors about this program?	2.4	2.0	2.4	2.5	2.3
7. How much did this program help in shaping your career?	2.1	1.2	1.5	1.2	1.7

Form Completed by Students by Quarters	Mean Responses: Basic N = 14 Fall	Basic N = 26 Winter	Level II N = 8 Winter	Level II N = 13 Spring	Level III N = 3 Spring
8. How well did your high school training help in the course you selected?	1.6	1.6	2.6	1.2	2.3
9. Did your School Without Walls representative visit your classes during the course of the program?	1.4	1.1	1.1	1.0	1.7
10. Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.9	1.8	1.5	2.0	1.3

Form Completed by Sponsor by Quarters	Mean Responses: Basic N = 14 Fall	Basic N = 26 Winter	Level II N = 8 Winter	Level II N = 13 Spring	Level III N = 3 Spring
11. (The student's) relations with others.	1.4	2.8	2.4	2.9	2.3
12. (The student's) judgment.	2.9	2.8	2.6	2.9	2.7
13. (The student's) ability to learn.	3.0	3.0	2.3	2.5	2.0
14. Attitude - application to work.	2.9	2.7	2.5	2.8	2.7
15. Dependability.	2.4	3.2	2.6	2.9	2.7
16. Quality of work.	3.1	2.7	2.1	2.7	2.0
17. Attendance.	1.0	1.3	1.1	1.0	1.0
18. Punctuality.	1.2	1.0	1.0	1.0	1.0
19. Overall performance.	NR	2.7	2.4	2.6	1.7

Computer Management Incorporated (CMI)

CMI served as a sponsor for eleventh and twelfth grade students of School Without Walls during the spring quarter only. CMI offered the basic computer course which had been offered previously by IBM, and IBM offered the two advanced courses.

The CMI course was described as being "...designed to provide students with a basic understanding of the computer and how it works, how systems are developed for the computer, and a survey of local industry to see how computers are used on a daily basis."

The 15 participants ranked the course very highly on a scale of one to five, and the CMI instructor rated the students' performance very highly. The results of the evaluation instruments are as follows:

Form Completed by Students	Mean Responses N = 15 Winter Quarter
1. Were you satisfied with the School Without Walls Program?	1.1
2. Were you satisfied with your placement?	1.4
3. How well did you understand what you were expected to do?	1.5
4. How interesting were your classes?	1.3
5. How well planned were they?	1.3
6. How encouraging were your high school teachers and counselors about this program?	2.4
7. How much did this program help in shaping your career?	1.5
8. How well did your high school training help in the course you selected?	2.0
9. Did your School Without Walls representative visit your classes during the course of the program?	1.3
10. Did your School Without Walls representative meet with you individually or in a small group to provide counseling about the program?	1.4
11. (The student's) relations with others.	1.3
12. (The student's) judgment.	1.4
13. (The student's) ability to learn.	1.9
14. Attitude - application to work.	1.8
15. Dependability.	1.4
16. Quality of work.	1.9
17. Attendance.	1.5
18. Punctuality.	1.3
19. Overall performance.	1.9

PROGRAM EVALUATION

The representatives of five sponsoring businesses and four high school counselors completed a program evaluation instrument. The questionnaire was designed to provide feedback to the program liaison at the end of the school year.

The scale for responses to questions ranged from 1, which was most positive, to 5. The mean responses were as follows:

	Mean Responses N = 9
1. How satisfied are you with the overall program?	1.0
2. How well was the placement process organized?	1.3
3. How helpful was the program liaison in assisting students in making adjustments?	1.0
4. How accessible was the program liaison?	1.0

Each person completing the questionnaire was asked to state the strengths of the overall programs and to give suggestions for improving the program. The identified strengths were as follows:

1. "A chance (for students) to explore real world situations before making career decisions."
2. "Flexibility in determining group size for classes."

3. "The provisions made for students to interact with the business community and to explore a variety of career opportunities. The students get a chance to talk with employees and gain, first hand, information about jobs at different levels."

4. "Due to the high calibre of students in WXIA-TV's component, they were able to have an opportunity to control their own project."

5. "The screening and placement process."

6. "In my opinion, the strength of the overall program has been the students' involvement in an area of interest which is not offered in their respective high schools. The program has given those students more detailed information and experience which will help them decide if this is really a field they would like to consider in college."

7. "The program affords an opportunity for participants to have first-hand practical experience."

8. "A strength of the program is the cooperation and direction available from the program liaison."

The suggestions for improving the program were as follows:

1. Make high school counselors aware of program's content, so that they can better select students who would derive the most benefit from the program.

2. Further improve the scheduling process. Although it has improved, there are a few students who are not serious about participation.

3. Provide additional classes in additional settings.

4. In screening for hospital or health settings, students should be made aware of possible unpleasant experiences that may arise. Some students could not cope with the brief encounter with illnesses, etc.

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IDENTIFIED CONCERNS

While the School Without Walls offered students a unique opportunity to earn academic credit and participate with businesses in courses outside the school, it met with some problems. Identified concerns were as follows:

1. Not all local school personnel are in favor of programs outside the boundaries of the school and, therefore, discourage students from participating.

2. Transportation to the business sites presented problems. While the program was limited to students in the eleventh and twelfth grades who were old enough to drive, not all interested students could arrange transportation.

3. Scheduling was a problem for many interested students who were college bound and taking a full load of academic courses.

4. During the third quarter, a few students worked and participated in the program, but conflicts arose when job supervisors wanted students to work overtime or at a time when classes were scheduled.

5. Attendance was reported monthly by the sponsor. In cases in which a student's attendance was a problem, the liaison contacted the student's parents; and if the attendance did not improve, the student was sent back to his respective school and dropped from the program.

CONCLUSIONS

The businesses participating in the School Without Walls Program have made a concerted effort to provide participants with unique and meaningful learning experiences and an understanding of the role of business. Key members of the sponsoring business organizations spent large blocks of time in preparing for the students. Classes, which were taught by business personnel, made use of the latest equipment and processes, and provided not only general information about careers but actual problematic experiences.

During the initial classes, the students were told what was expected of them. Tasks included homework, special projects, and tests. While students were given every opportunity for success, they were made to understand that they were responsible for their own success or failure in the program and that grades would be earned.

At the end of each quarter, each business provided a culminating activity, generally including a luncheon, in which participants who successfully completed the courses were recognized individually and awarded certificates. Those students with outstanding achievement were identified and given special recognition.

Overall, evaluation data indicated the students, sponsors, and school counselors who were knowledgeable about the program were very positive and wished to expand the program.

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